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ABSTRACT

This training module stresses the participatory management approach to effective supervisory behavior. Emphasis is placed upon the need-dispositions of subordinates in order to stage highly motivating work environments. Taken into account are interrelationships between the nature of the organization, characteristics of subordinates, leadership functions required of supervisors, and values and assumptions about the world of work held by supervisors. This two-day training program is designed to provide new and would-be supervisors with a theoretical and practical framework to help them understand the concepts of supervision and leadership in work settings. It should also provide trainees with fundamental principles and considerations for helping employees to improve their knowledge and skills in working with people. Training includes identification of: a personal theory of supervisory behavior; a practical basis for acting; implementation strategies and techniques; and supervisory performance evaluation methods. Training methods include: lecturettes, self-assessment exercises, group exercises, role play situations, and films. (Author/JLL)

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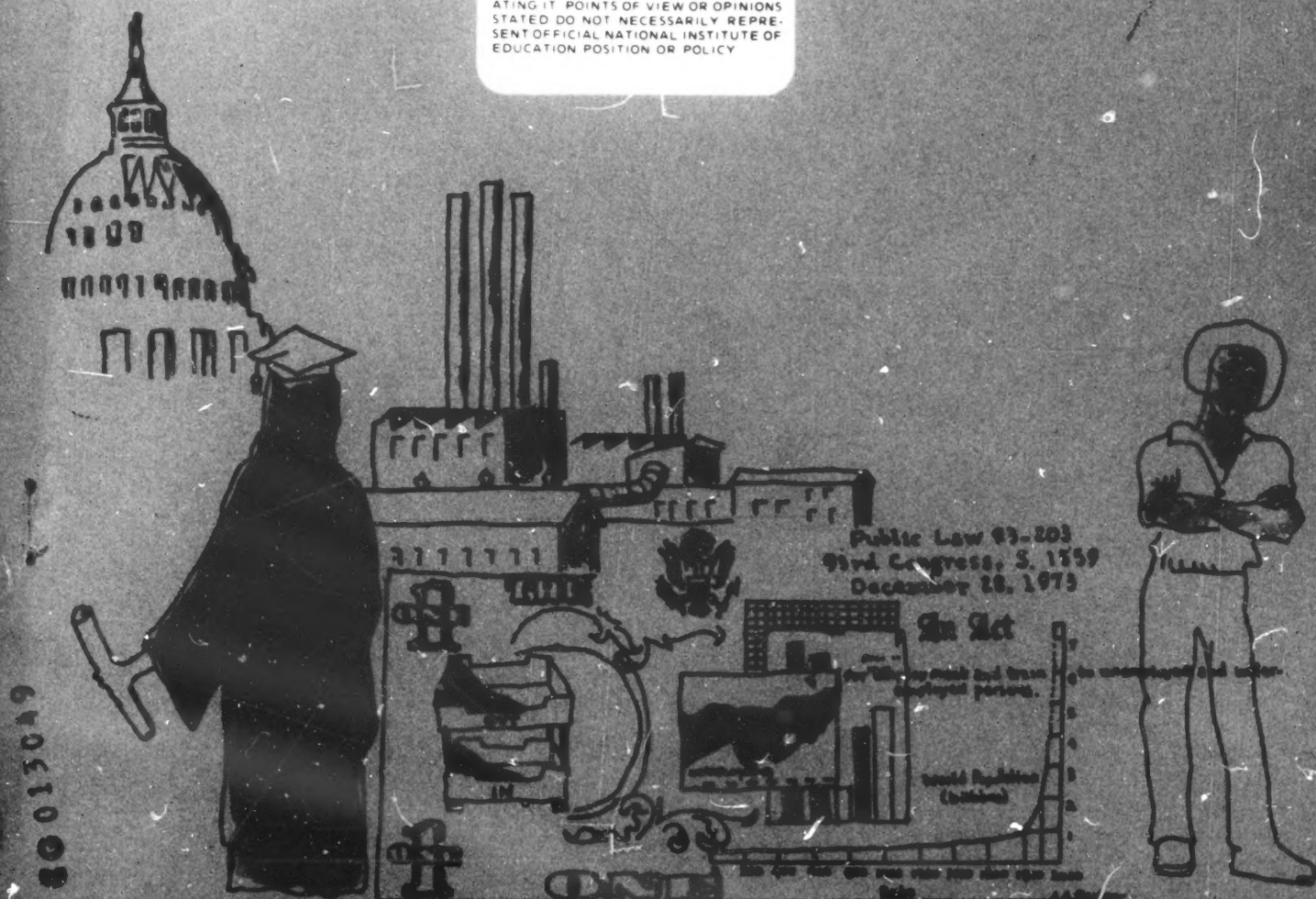
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Introduction

Manpower supervisors are leaders holding a variety of role-expectations. They are expected to identify, plan, direct, coordinate, communicate, evaluate and innovate effective programs. They are expected also to supervise subordinates in such a way that employees can contribute to the attainment of program objectives and goals. In short, supervisors are expected to maintain the human support systems of the organization while achieving the goals of the organization.

The degree to which supervisors will be successful in meeting these expectations as leaders depends to a large extent upon their ability to achieve purpose through cognitive and technical skills and their capacity to achieve purpose through those supervised. An appropriate integration of these two dimensions of leadership behavior: concern for goal attainment and concern for people, underline the major focus of this training module.

This module stresses the participatory management approach to effective supervisory behavior. Emphasis is placed upon the needs-dispositions of subordinates in order to stage highly motivating work environments. The module also takes into account the interrelationships between the nature of the organization; the characteristics of subordinates; the leadership functions required of supervisors; and the values and assumptions about the world of work held by supervisors.

Scope of Training

This module requires two full days of training. The training is designed to provide new and would-be supervisors with a theoretical and a practical framework to understanding the concepts and the

nature of supervision and leadership in work settings. A second purpose is to provide trainees with fundamental principles and necessary considerations for helping employees to improve their knowledge and skills in working with people.

Those who participate in this training module will be guided to identify a personal theory of supervisory behavior: a practical basis for acting; corresponding strategies and implementation techniques; and methods for evaluating the strengths and weaknesses of one's supervisory performance.

The module is composed of structured experiences of a theoretical and of a practical nature. Replication of the module for training purposes can be most effectively accomplished by supervisors who have participated as trainees.

Training Objectives

At the conclusion of this training, participants will be able to demonstrate the following skills:

1. To define a personal philosophy for supervising subordinates.
2. To explain major approaches that leaders use for planning and goal setting; for implementation techniques; and for evaluating practices.
3. To identify a personal approach for motivating subordinates in order to establish a positive supervisory climate.
4. To determine uses of influence and authority for interpersonally influencing subordinates to follow.

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5. To identify a personal strategy for bringing about constructive change in employee's attitudes toward work and performances.

Training Methods

In order to realize the above objectives, the following training methods will be used:

- lecturette
- self assessment exercises
- small group decision-making exercises
- simulated role play
- films
- independent activities

Lecturettes will be used to introduce concepts and theoretical implications for effective supervision and leadership. Self-assessment exercises will be used to enable participants to identify an appropriate and a personal model for leading subordinates. Small group decision-making exercises will be used to allow the participants opportunities to use a decision-making model and to apply lecturettes, self assessments, and the content from films in structured-work situations.

SEQUENCE OF ACTIVITIES

Day I

9:00 - 9:45 a.m.

Introduction

Participants will be asked to introduce themselves to other group members by sharing the following biographical information:

- Name
- Place of Employment
- Supervisory Duties
- Hobbies
- Expectations of Training

The trainer will present an overview of the two day training workshop

9:45 - 10:45 a.m.

Personal Philosophy of Leadership

The manner in which one leads, depends to a large degree upon a basic, personal philosophy that one holds about the nature of people and a person's motivation to work. Often times this philosophy influences the actions leaders take to obtain maximum performances from subordinates.

The intersection between leaders' actions and their beliefs and attitudes about man's nature to perform at capacity levels will be presented by the trainer. McGregor's set of

psychological assumptions, Theory X and Theory Y, will guide this lecturette. The trainer will describe managerial practices which correspond to each set of assumptions.

Psychological Assumptions	Managerial Practice
<u>I. Theory X</u> The average man is by nature indolent, lacks ambition, dislikes responsibility, prefers to be led, resists change, is gullible, not very bright, and is inherently self-centered--indifferent to organizational needs.	<u>1. Paternalistic Practice</u> The more one rewards the harder people will work. (Rewards=pension plans, group insurance, subsidized education, recreation programs, comfortable working conditions.) <u>2. Scientific Management</u> Rewards and Penalties are tied directly to performance. Rewards are therefore conditional. (Rewards=individual wage incentives; promotions based on merit) (Penalties=warning, reprimands, or dismissals) <u>1. Participative Management</u> Individuals can derive satisfaction from doing an effective job. People can become ego-involved with their jobs, emotionally committed to doing them well and take pride from evidence that they are effective in furthering the objectives of the company. (Rewards=Freedom in determining how one will do the job; being included in the decision-making process for job design and goal attainment.)
<u>II. Theory Y</u> People are not by nature passive or resistant to organizational needs. Present in all people are the capacity for assuming responsibility, the readiness to direct their behavior toward organizational goals. People want to achieve.	

Following the lecturette, participants will engage in the following activities:

1. Participants will discuss their personal philosophies (assumptions about their subordinates' attitudes toward work) in small groups. Answers to the following questions will guide this discussion:
 - (a) What are the basic work attitudes of your subordinates?
 - (b) In what ways do these attitudes influence your supervisory behavior when making decisions?
2. Participants will increase their awareness of their personal philosophy for supervising by responding to the "Managerial Philosophies Scale" questionnaire.
3. Participants will discuss any discrepancies between their philosophy and their current supervisory practices.

10:45 a.m. - 12:00 p.m. Motivational Theories and Techniques

and 1:00 - 2:00 p.m. The following motivational theories will be presented in the form of a lecturette:

- A. Maslow's Hierarchy of Human Needs
- B. Herzberg's Theory of Human Motivation
- C. Lawler's Theories on Job Redesign

A. Maslow's Hierarchy

Maslow's Hierarchy will be presented in such a way that participants will understand the relationship between an employee's general system of human needs and an employee's readiness to respond to motivating work settings. In other words, participants will gain an increased awareness of techniques for arranging motivational work-environments which correspond to subordinates' preoccupations with satisfying needs at particular levels within the hierarchy.

The chart below summarizes the content of this lecturette.

Maslow's Hierarchy of Human Needs

<u>Need Systems</u> (Elements of general needs to be satisfied)	<u>Suggestions for</u> Arranging a Motivational Work Environment
1. Physiological needs - food, clothing, shelter - physical comfort	1. Comfortable office - adequate coffee breaks or rest periods
2. Safety needs - fringe benefits - hospitalization - workmen's compensation	2. Reduce uncertainty about performance and job security through clear policy statements and frequent performance feedback. Provide a clear set of performance objectives. Clarify duties and responsibilities.

Need Systems (Elements of general needs to be satisfied)	Suggestions for Arranging a Motivational Work Environment
3. Social needs - friends - interpersonal relationships	3. Develop cohesive work groups and open channels of communication. Promote team work, staff meetings, and extra-curricular activities after work.
4. Ego needs - achievement - recognition for accomplishment - self confidence	4. Organize work to satisfy the needs for recognition and achievement. Provide constructive criticism and written credits for good performance.
5. Self-actualization needs - creativeness - innovativeness	5. Organize work to allow people to realize their own potentialities for continued self development, and for being creative. Redesign jobs to match abilities. Give special assignments. Allow people to experiment with new ideas.

B. Herzberg's Theory of Human Motivation

This presentation is designed to examine the levels within the hierarchy in which subordinates will show a readiness to respond to motivational environments that stress the content of the work itself. These levels are Ego Level and the Self-Actualization Level. In other words, in the work setting, motivating factors relate to satisfying ego needs and self-actualization needs. Maintenance or satisfying factors pertain to physiological,

safety and social needs. These needs are often satisfied by management through established agency policies: rules, regulations, salaries, and procedures. Satisfying these lower level needs quite often is not within the power of the supervisor. However, the supervisor has resources to arrange the work setting to motivate subordinates by satisfying ego and self-actualization needs (higher level needs). These motivating factors include such things as achievement, recognition, responsibility, growth and advancement. Following the lecturettes, participants will respond to the "Management Motives Index" questionnaire. This questionnaire will enable participants to identify possible discrepancies between their perceptions of the needs of the typical or average subordinate, and the actual needs experienced by the typical or average subordinate.

Following this questionnaire, participants will discuss techniques for accurately assessing the needs of subordinates so

that appropriate and stimulating motivational environments can be established by supervisors.

C. Lawler's Theories on Vertical and Horizontal Job Design

Job content is the critical determinate of whether employees believe that good performance on the job leads to feelings of accomplishment, growth and self-esteem. Characteristics which jobs must possess to arouse motivating factors (higher order needs) are:

1. Individuals must receive meaningful feedback about performance.
2. The job must be perceived by the individual as requiring him/her to use abilities that he/she values in order to perform the job effectively.
3. The individual must feel he/she has a high degree of self-control over setting his/her own goals and over defining the paths to these goals.

Techniques for arranging the work setting to motivate employees are:

1. Enlarging jobs horizontally --
the horizontal dimension refers to the number and variety of operations an individual performs on the job.
2. Enlarging jobs vertically --
the vertical dimension refers to the degree to which the job holder controls the planning and execution of the job and participates in the setting of organizational policies.
3. The Decision-Making Process
Participatory decision-making is a technique for providing a highly motivating work setting. Supervisors and subordinates can determine together agency needs, accountability systems (i.e. expectations, performance evaluations) and ways to improve staff performance (staff development). A decision-making model such as the one below can facilitate joint decision-making between supervisors accountability and staff levels and/or goals.
 - a. Identify Objectives
 - b. Gather Information on each Objective or Goal

- c. Generate Alternatives for
Realizing Objectives
- d. Select the Most Attractive
Alternative(s)
- e. Develop an Implementation Plan
- f. Implement
- g. Evaluate the Process and Product

Upon completion of the trainer's lectures, participants will be instructed to complete "A Profile of My Work Setting" and will indicate motivational theories that may be applied to enhance the performance of those supervised.

"Motivation Through Compensation" is an additional exercise which can be used to stress the technique of job redesign.

See Appendix B.

2:00 - 3:00 p.m.

Establishing an Open Supervisory Climate
Through Motivation

An open climate allows supervisors to determine the need-dispositions of subordinates so that supervisors can arrange the work environment to motivate and to satisfy subordinates. It enables supervisors to provide the necessary

currency of exchange to obtain maximum performance from subordinates.

To do so, supervisors should engage in the following activities:

1. Identify individual needs of subordinates by:

- Discussing with each individual his/her needs, wants and problems.
- Observing carefully symptoms of satisfaction or dissatisfaction.
- Communicating at all levels
- Soliciting feedback.
- Identifying and utilizing the expertise and ideas of each person.
- Identifying any and all indicators of what each person expects from the work situation.

2. Assisting performance by:

- Showing the individual how his or her goals can be achieved through work goals.
- Ensuring that expectations are known and understood.
- Determining work relationships that satisfy.
- Finding out how people think they are being treated.

- Learning what the job is doing to the person's self-esteem.
- Providing tools and materials necessary to task performance.
- Providing the intrinsic rewards an individual expects.
- Reducing uncertainties regarding acceptability of performance by giving constructive feedback.

Participants will review the above list of activities for developing an open supervisory climate. They will be instructed to identify those items which are currently being implemented by them and to describe techniques for doing so.

3:00 - 5:00 p.m.

Use of Authority and Influence

Leaders lead others through the use of influence (a relationship in which one individual affects the thoughts or attitudes of another); and through the use of authority (a relationship in which one person accepts as reasonable the unquestioned right of another or a group to make decisions or take actions that affect him/her.) French and Raven have developed a useful set of categories

concerning the bases of influence which identifies aspects of leaders' behaviors that wield the most authority or power to interpersonally influence subordinates.

The trainer will present a lecturette which describes French's and Raven's five bases of powers for interpersonally influencing others to follow (subordinates). This presentation will also indicate ways in which participants can increase expert and referent power bases with subordinates. The following topics will be discussed:

- Expert power - the extent of knowledge a person is viewed as possessing.
- Referent power - the extent of identification or closeness that others perceive in relation to a person.
- Legitimate power - the accepted right of a person to be influential.
- Reward power - extent to which a person is viewed as having ability to give rewards.
- Coercive power - the extent to which the person is viewed as being able to punish others.

Because supervisors hold legitimate power or authority from an appointment by an administrator, supervisors are granted certain powers to wield control and to often set duties of a custodial nature upon employees. This legitimate authority of the supervisor has three bases of interpersonal influence which are associated with legitimate, reward and coercive powers. Research has indicated that these are the least effective of the five bases of power for exerting interpersonal influence. This presentation will support the position that the most successful, influential supervisors develop referent and/or expert bases of power with their subordinates.

An expert power base can be developed through having knowledge of the task to be accomplished and/or through providing a process for accomplishing the task (i.e. group decision-making and group problem-solving). A referent power base can be developed through effective communication skills and problem-solving techniques. Participants will engage in the following techniques for increasing referent power:

1. Constructive Criticism

- a. Have participants identify a problem which they would like to solve. This problem should pertain to improving the performance of a subordinate, or to improving the interpersonal relationships among subordinates.
- b. Have participants narrow the scope of the problem to reflect one specific task or one area for improvement.
- c. Participants should state the problem by itemizing what the subordinate does well in relation to the specific task.
- d. Have participants itemize what the subordinate does poorly related to the same task.
- e. Have subordinate suggest actions for improving the poor performance.
- f. Have participants give verbally the constructive criticism to another participant who will role play the subordinate. The instructions for the verbal constructive criticism are as follows:

Related to a specific task, constructively criticize a subordinate by:

1. Itemizing the merits,
2. Itemizing the faults,
3. Giving solutions for strengthening the merits,
4. Giving solutions for eliminating the faults,
5. Asking subordinate his or her feelings about your ideas.

See handout in Appendix B.

2. Crediting for Performance

Instruct participants to write a written credit to a subordinate whose performance:

- a. has exceeded the supervisor's expectations, or
- b. has been consistent and satisfactory.

Include the following points in the written credit:

- a. why it was appropriate to write a credit. (Make a general reference of why you appreciated the subordinate's performance.)
- b. what the employee did well.

- c. how the subordinate's performance benefitted the agency and/or the supervisor.
- d. the personal qualities exhibited by the subordinate when successfully completing the task.

Day II

9:00 - 9:30 a.m.

Review

9:30 - 11:30 a.m.

Styles of Leadership

Leaders experience three major functions for attaining organizational goals. They are planning and goal-setting; implementing plans; and evaluating the planning and implementation processes.

The trainer will discuss elements of each function and will present five approaches most often utilized by leaders when supervising subordinates to accomplish the above major tasks. These approaches will be the following:

1. The Participative Approach - purpose is attained from integration of task and employees' need dispositions.
2. The Democratic Approach - the task comes first, but need dispositions cannot be

ignored. Push enough to get the work but give enough too, to keep morale at a moderate level.

3. The Abdicratic Approach - task accomplishment is unobtainable because people are lazy and indifferent.
4. The Laissez-Faire Approach - getting the job done is incidental to lack of conflict and good fellowship.
5. The Authoritarian Approach - people are a commodity just as machines. A leader's responsibility is primarily to plan, to direct and to control the work.

Participants will respond to the "Styles of Leadership Survey" questionnaire. Participants will be expected to identify their personal leadership practices and to determine consistencies among their leadership practices when planning activities; when translating plans into action (implementation); and when reviewing just how the work was performed (evaluation).

In cases where participants indicate inconsistent leadership practices among the various work phases, they will be expected to examine environmental work conditions and/or personal

behaviors that might be contributing factors. Where change is possible, participants will be expected to indicate alternative, viable approaches.

11:30 - 12:00 noon

Small Group Discussion - Styles of Leadership - Implications for Supervisory Behavior

12:00 - 1:00 p.m.

Lunch

1:00 - 3:00 p.m.

The Supervisor as a Change Agent

Change agents are those individuals in our society who have the role of bringing about constructive change in either other individuals or social organizations or institutions.

The counseling supervisor has a dual role as a change agent.

1. Teaching counselors to become effective change agents and,
2. Changing the ineffective behaviors of counselors to more productive behaviors.

The trainer will present some of the major styles or orientations toward change which supervisors might employ. These approaches are the following:

Approach	Supervisor's Orientation to Change
1. Custodial Change Agent	This type of agent takes the position that no one person can really change another. People only conform or fail to conform if they want to. The task of the change agent is to appraise the changee of the rules and then leave it up to the changee to decide whether he/she wants to follow or break the rules.
2. Conformity Change Agent	The conformity change agent believes that it may not be possible to change a person's behavior. The change agent's task is to make clear what is expected of the changee and what can happen if the changee does not follow this information.
3. Client Centered Change Agent	This agent believes that there is a natural trend toward personal growth once an individual is free to accept himself or herself. The task of this agent is to help the person accept his or her strengths and weaknesses without the judgmental pressures of others' values being introduced.
4. Charismatic Change Agent	The agent believes that people only listen to suggestions from people they can respect. The task of this change agent is to be a model to gain enough prestige to influence the changee.
5. Credibility Change Agent	The agent believes that behavior is learned and may be modified through relearning. The change agent's task is to create conditions where people can learn the consequences of their current behavior and can explore the feasibilities of new behaviors in realistic settings.

Participants will analyze their change agent behavior for consistencies between a philosophy for change, a strategy for change and a method to evaluate the change process. They will respond to the "Change Agent Questionnaire" and determine aspects of their change agent processes which might need altering.

3:00 - 5:00 p.m.

Participatory Decision-Making

Participants will engage in a role play which requires supervisors to include subordinates in the decision-making process. This role play requires that supervisors allow subordinates to generate alternatives for solving an office problem. See Appendix B, "Problem-Solving Through Group Communications."

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APPENDIX A

Self-Assessment Instruments

- The Managerial Philosophies Scale
- The Management of Motives Index
- Styles of Leadership Survey
- Change Agent Questionnaire

SELF-ASSESSMENT INSTRUMENTS

The selected self-assessment instruments for this training module are published by Teleometrics International. Each instrument has been field tested by managers and supervisors for validity and reliability. The instruments will provide trainees with an initial basis for examining their supervisory behavior and will enable trainees to consider ways to strengthen their supervisory practices.

The instruments can be ordered from:

Teleometrics International
P.O. Drawer 1850
Comroe, Texas 77301

THE MANAGERIAL PHILOSOPHIES SCALE

This instrument is based on the Theory X and Theory Y managerial approaches to subordinate motivation. The instrument is designed to help supervisors and managers to examine their attitudes and expectations for subordinate performance within the organization. It suggests that the manner in which a supervisor interacts with his/her subordinates is related to the supervisor's philosophy of the nature of man and man's desire to work. This philosophy is subsequently manifested in the supervisor's management decisions and actions which in turn, affects the relationship between supervisors and subordinates.

THE MANAGEMENT OF MOTIVES INDEX

The Management of Motives Index is based on Abraham Maslow's model of individual motivation, "The Hierarchy of Human Needs". The instrument allows supervisors to assess the degree to which they focus on and emphasize the perceived needs of typical subordinates.

The instrument allows supervisors to determine the extent of congruency between their perceptions of what typical subordinates' needs might be, and the actual experienced and expressed needs of typical subordinates. The material accompanying this instrument relates the idea that congruency between these two factors, will increase the opportunities for supervisors to arrange work environments that are perceived as satisfying and motivating by subordinates.

THE CHANGE AGENT QUESTIONNAIRE

This instrument is designed to aid supervisors in assessing their approach to changing the behaviors of their subordinates. The instrument provides the supervisor with information on their basic philosophy of change and their personal techniques for evaluating the effectiveness of obtained changes. The instrument also provides supervisors with practical strategies that are used by agents of change.

THE STYLES OF LEADERSHIP SURVEY

This instrument measures the strengths and weaknesses of supervisors' leadership practices. It enables supervisors to analyze their practices in various phases of the leadership process. These phases are:

1. approaches to planning and goal setting
2. handling of implementation activities
3. evaluation practices
4. and practices related to a philosophy of leadership

APPENDIX B

Exercises

- Constructive Criticism
- A Profile of My Work Setting
- Motivation Through Compensation
- Problem Solving Through Small Group Communications

CONSTRUCTIVE CRITICISM

Make Sure You Fully Understand

The Situation

If you're not sure what your subordinate
has said or done, or why,-----

ASK FOR
CLARIFICATION

When you feel you have enough
information,-----

ASK FOR
CONFIRMATION

Constructively Criticize Your Subordinates Work or Ideas

When you have concerns about
your subordinates work or
ideas,-----

ITEMIZE MERITS AND FAULTS

- _____
- _____
- _____

When you see a way to overcome
the faults you've itemized,-----

OFFER SUGGESTIONS WHICH

- _____
- _____

After you've offered your
suggestions, OR
If you have no suggestions of
your own,-----

INVITE FURTHER COMMENTS
OR SUGGESTIONS FROM
SUBORDINATES

A Profile of My Work Setting

Organization	Expectations and Need-Dispositions of Subordinates	Motivational Techniques for Individuals (Action Steps)	Motivational Techniques for Entire Group
Goal: _____	<u>Subordinate A</u>	<u>Subordinate A</u>	<u>Actual</u>
_____	Expectations	1.	1.
_____	1.	2.	2.
_____	2.	3.	3.
_____	3.	4.	4.
_____	Need Dispositions		
_____	1.	<u>Subordinate B</u>	5.
_____	2.	1.	6.
_____	3.	2.	
_____	<u>Subordinate B</u>	3.	<u>Ideal</u>
_____	Expectations	4.	1.
_____	1.		2.
Short Term Objectives	2.	<u>Subordinate C</u>	3.
1.	3.	1.	4.
2.	Need Dispositions	2.	5.
3.	1.	3.	6.
4.	2.	4.	
	3.		
	<u>Subordinate C</u>		
Long Term Objectives	Expectations		
1.	1.		
2.	2.		
3.	3.		
4.	Need Dispositions		
	1.		
	2.		
	3.		

MOTIVATION THROUGH COMPENSATION

Read the instructions on the "Employment Profile Sheet" below and then decide on a percentage pay increase for each of the eight employees based on motivation to perform, actual performance and your perceived need-satisfaction of those you supervise.

Employee Profile Sheet

You have to make salary increase recommendations for eight lower level supervisors that you supervise. They have just completed their first year with the agency and are now to be considered for their first annual raise. However, there are no formal agency criteria on the kind of raises you can give. Indicate the size of the raise that you would like to give each supervisor by writing a percentage next to their names. Your division has been appropriated \$14,000 for raises for the eight supervisors.

 % Robert Money. Bob is not, as far as you can tell, a good performer. You have checked your view with others and they do not feel that he is effective either. However, you happen to know he has one of the toughest work groups to supervise. His subordinates have low skill levels and the work is tedious. If you lose him, you are not sure whom you could find to replace him. He has a Master's Degree in Program Planning. He has expressed boredom in being a Job Placement Supervisor. His division is responsible for record keeping.

 % Benjy Berger. Benjy is single and seems to live the life of a respectable bachelor. In general, you feel that his job performance is not up to par, and some of his "goofs" are well known to his fellow employees. He just graduated from college and appears to want to settle down. Last week he told you that he was buying a house as he was considering marriage.

 % Nellie Clod. You consider Nellie to be one of your best subordinates. However, it is quite apparent that other people don't consider her to be an effective supervisor. Nellie has married a rich husband and as far as you know she doesn't need the additional money. Nellie has lots of energy and demands quite a lot from her subordinates. Often she goes over and beyond the call of duty.

 % Ellie Ellesberg. Ellie has been very successful so far in the tasks she has undertaken. You are particularly impressed by this, since she has a hard job. She needs money more than many of the other people, and you are sure that they also respect her because of her good performance. She is a divorcee with 4 children. Her oldest child will go to college next year.

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% David Doodle. You happen to know from your personal relationship with "Doodles" that he badly needs more money because of certain personal problems he is having. As far as you are concerned, he also happens to be one of the best of your subordinates. For some reason your enthusiasm for him is not shared by your other subordinates and you have heard them make joking remarks about his performance. When his division is given an assignment the end results are superb. However, David comes to work late and leaves early because he has babysitting problems. He cannot afford to pay a sitter who would come to his home. His wife has been in the hospital for some time.

% Fred Foster. Fred has turned out to be an average worker. He has done a satisfactory job and it is generally accepted among his subordinates that he is one of the best people. This surprises you because he is generally frivolous. He does just enough to get the job completed. He allows his subordinates to take advantage of a good situation. This type of behavior could have a negative effect on the other division employees. Fred is married with 2 grown children. He's had more work experience as a supervisor than any of the other agency employees. He transferred to your agency so that his wife could live closer to her parents. Fred appears to be interested in working with the agency until he retires. He will be eligible for retirement in about ten years.

% Helen Gaslow. Your opinion is that Helen just isn't cutting the mustard. Surprisingly enough, however, when you check with others to see how they feel about her, you discover that she is very highly regarded as a supervisor. You also know that she badly needs a raise. She was just recently widowed and is finding it extremely difficult to support her house and her young family of four. She has well developed supervisory skills, knows how to get the job completed, but she turns her reports in late. This impedes the progress of the other divisions. She seems to always play catch-up because she doesn't use the evening hours to complete detailed assignments. You know that during the past month she has been trying to find a part-time job. The extra money is needed badly. If given the chance, Helen could become your most efficient and effective supervisor.

% Harry Hummer. You know Harry personally and he just seems to squander his money continually. He has a fairly easy job assignment and your own view is that he doesn't do it particularly well. You are, therefore, quite surprised to find that several of the other new supervisors think that he is the best of the new group.

Discussion Questions

1. What were the factors which affected your pay raise decisions?
2. What are the reasons for basing pay raises on each of these factors?
3. Which supervisors might become more motivated through redesigning their own jobs?
4. What behavioral changes might occur when these employees participate in redesigning their own jobs?

PROBLEM SOLVING THROUGH SMALL GROUP COMMUNICATIONS

The Use of Office Phones in a Counseling Agency

Defining the Problem

Decisions are more frequently adhered to when subordinates are involved in their formulation, hence the manner in which the supervisor presents a problem to subordinates is very important. Skill in this area enables supervisors to use subordinates as resources in solving problems that frequently confront management. Below are points to be considered when solving problems with the help of subordinates:

1. Pose the problem clearly.
2. Identify the particular difficulty or obstacle.
3. Clarify the problem.
4. Present the problem in terms of a barrier that can be removed successfully.
5. Practice listening and responding skills.

Below are general principles that are used in assisting the supervisor to discuss a problem with subordinates.

Principle One

Identify a single objective. Present it for discussion.

Principle Two

Present the problem in situational terms.

Principle Three

Do not suggest or infer a solution in the statement of the problem. If a supervisor states the problem to be "submitting reports late," he or she suggests that the solution is "meet project deadlines". Subordinates may accept or reject his suggestion. The supervisor has already stated a solution. Do not present subordinates with a choice.

Principle Four

Express the problem in terms of a mutual interest.

General Instructions

The following role play will enable trainees the opportunity to practice the principles mentioned above. Carol Jones is the supervisor of a division in a counseling agency. Her division make available various kinds of information kept there in large files. Other divisions in the agency call her office for information and data and the office counselors

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must refer to their records in order to answer these requests. Therefore, the office has many phone contacts with several other areas of the company.

There are five counselors who report to Jones. Four of the counselors are in charge of a particular class of information. All of them have phones on their desks, but all the phones are on one line. This means that only one person can use the phone at any one time. The fifth counselor, with the least service, answers the phone first and notifies the clerk to whom the call is directed, by means of a buzzer system. At the present time, this person happens to be Susan.

The clerks in the unit are:

Betty Harper	30 years old, 8 years with agency, unmarried
Jim Butler	25 years old, 4 years with agency, married, has 2 children
Linda Williams	23 years old, 2 years with agency, unmarried
Kenneth Peters	29 years old, 1 year with agency, unmarried
Susan Matthews	18 years old, 5 months with agency, unmarried

The heaviest work load is between 9:00 and 11:00 in the morning and 1:00 and 4:00 in the afternoon. All counselors are allowed a fifteen-minute relief period both morning and afternoon. These are not scheduled since the group is small and the demands of the work change from day to day.

Small Group Instructions

1. Divide into groups of 6 persons
2. Read the general instructions
3. Select a supervisor for your group
4. Wait for further instructions

SUPERVISOR'S ROLE

You are the supervisor of a division in a counseling agency. The group you supervise is made up of five counselors. The work involves telephone contacts with agency people who require information from your division. Since all the phones are on one line, the person who answers uses a buzzer signal, and the person requested who has the needed information takes over the call. You never answer the phone unless one of the counselors informs you by buzzer that the call is for you.

A relief period of fifteen minutes, both morning and afternoon, is given to the counselors and this is regarded as adequate for the usual personal needs. You have asked them to take their breaks one at a time in order to keep the office covered.

Your boss has complained that you are hard to reach by phone because the line is always busy. He says that he can reach other areas that do the same type of work and he thinks that your group is making too many personal calls. You know that the counselors do call out freely and that they receive quite a number of personal calls, because on several occasions you have picked up your phone and found that the conversation had nothing to do with business. You told your boss you would do something about it and you have decided to talk it over with the group first.

Because you want your whole crew in today, you set a meeting for 4:00 p.m. It is now time for the meeting and the counselors have arrived in the office. You do not plan to take any remaining calls in your office.

The counselors general performance ratings are as follows:

1. Betty Harper - - - Shows initiative when at work but arrives late quite often.
2. Jim Butler - - - Average, visits with other areas on company time.
3. Linda Williams - - Excellent.
4. Ken Peters - - - Below average, but doesn't break rules, is willing to improve.
5. Susan Matthews - - Showing good progress.

ROLES FOR PARTICIPANTS

Betty Harper

You are very eager to do a good job, therefore you seldom go out for coffee during the break. Instead, you stay at your desk and work or make personal telephone calls. You arrive late some mornings so you feel a good way to make up for your tardiness is to skip your breaks. Some of the girls, especially Mary, receive and make calls on agency time, but you do not feel this is right. Lately Linda has been getting a lot of calls from a friend.

Jim Butler

You consider yourself an average worker. Sometimes you do more work than the others. You have 2 children whom you leave with your mother while you are at work. You were recently widowed. Your mother lives just a block from where you live. You frequently call your mother during office hours to check on things and sometimes she calls you. Now and then, you talk to your children. You enjoy your work and stay with the agency even though you could be making more money elsewhere. You have to have a job where you can be easily reached by phone.

Linda Williams

You like your present job because the hours are good. You seldom use the phone for personal business as others do, especially Mary. Lately, one of your boyfriends has been pestering you with phone calls. You don't know how he got your number. This has been kind of embarrassing because your boss noticed you talking with him and she obviously didn't approve. This worries you because your work has been superior, but what can you do when someone calls you?

Kenneth Peters

You take your coffee breaks in the middle of the morning and again in the afternoon. Although your break is only for 15 minutes, you take 20 minutes. You enjoy your phone contacts with people in other divisions. You never make purely personal calls and rarely receive any. The phones are for agency business and you believe that people should realize this.

Susan Matthews

You are new to the agency and you like your job. You like to deal with other people and especially enjoy working over the phone. You hope that soon your work will be more interesting. At present you do routine paper work, answer the phone just to buzz for one of the others, and help out

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when they are on relief or busy. The other counselors seem to have a good deal of fun visiting with people in other divisions. You are gradually getting acquainted so that now you can kid with some of the people who call, before buzzing one of the other counselors. You never make personal calls, however. You take a relief period mornings and afternoons and make all your personal calls from the lounge.

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Role Play Results

In this situation, the supervisor is asked to confront the subordinates as a whole. This group may find the supervisor's remarks to be critical of their behavior even when there was no such intent. A major factor making the subordinates hypersensitive is the fact that perhaps they feel guilty of taking advantage of a free situation. The more guilty people feel the more indignation they express. Thus, the remarks of a supervisor explaining the issue of the personal use of telephones could be met with questions from subordinates that might put the supervisor on the defensive.

It is possible that if the supervisor permits the groups to talk, she may encourage them to discuss a better way to budget their personal calls. The supervisor's personal attitude must be one of understanding and without the use of an authoritarian approach. The supervisor must listen and respond in such a way that the employees realize that she respects their ideas.

The following problem statements indicate the possibilities for presenting the problem to subordinates:

1. Service might be examined to determine ways to improve it.
2. There may be a shortage of phones.
3. Counselors are busier at certain hours than at others.
4. Jones has personal ideas of what is fair in the use of company phones.
5. Jones finds that the younger and single counselors use the phones to talk to friends.
6. Jones' boss thinks the subordinates make too many personal calls.
7. A few subordinates use the phone freely for personal calls.

It is apparent that if all these points were made to subordinates, they would infer that Jones had a specific solution in mind.

All but one of these statements would violate the four principles previously mentioned. However, the first problem statement is presented in terms of a general objective and permits subordinates an opportunity to locate the difficulties themselves.